



Safeguarding Policy

(Based on KCSIE 2022 and adapted from the
Kirklees Council Model Safeguarding and Child Protection Policy 2022-23)

*KCSCITT trainees complete their training **fully prepared** for the reality of the **classroom** and ready to make a **positive contribution to the teaching profession** and **pupil outcomes**, having been supported by a **professional family***

THIS POLICY/GUIDANCE IS CORRECT AT THE TIME OF WRITING BUT IS SUBJECT TO CHANGE – AMENDMENTS WILL BE MADE AS AND WHEN REQUIRED.

Ratified – 14th November 2022

Shared with Stakeholders – November 2022

To be reviewed - Summer 2023

Overview

Safeguarding information for **all** trainee teachers, Kirklees and Calderdale SCITT (KCSCITT) staff and governors

*“Safeguarding and promoting the welfare of children is **everyone’s** responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.”*

(p6, KCSIE 2022)

Academic year	Designated Safeguarding Lead (DSL)	Deputy Designated Safeguarding Lead (DDSL)	Nominated Governor	Chair of Executive Board
2022-23 Primary Trainees	Claire Minogue (Phase Lead)	Claire Geisler (Acting SCITT Director)	Elaine Watson	Elaine Watson
2022-23 Secondary Trainees	Claire Geisler (Acting SCITT Director)	Claire Minogue (Phase Lead)	Elaine Watson	Elaine Watson

Introduction

Kirklees & Calderdale SCITT has a dual role regarding safeguarding. Firstly, we take seriously our responsibility to safeguard our trainee teachers and staff. Secondly, we must ensure that whilst in their placement schools our trainees are aware of the role, they play in promoting the welfare of pupils and to work together with other school staff to support those pupils who are suffering harm. We recognise that all adults have a full and active part to play in protecting the pupils within our partnership schools, our trainee teachers, and staff from harm. KCSCITT, like our partnership schools, provides a caring, positive safe and stimulating environment that promotes the social, physical, and moral development of the individual.

Aims

The aims of this policy are to:

- Ensure that appropriate action is taken promptly to safeguard and promote children's welfare.
- Ensure that all trainees and staff are aware of their statutory safeguarding responsibilities.
- Ensure that trainees and staff are properly trained in recognising and reporting safeguarding issues.
- Ensure the Executive Board, staff, and trainees of KCSCITT take as their priority the responsibility to safeguard and promote the welfare of our pupils and adults, to minimise risk, and to work together with other agencies to ensure rigorous arrangements are in place to identify, assess and support those children and adults who are suffering harm and to keep them safe and secure whilst in our care.
- Provide an environment in which the trainees feel safe, secure, valued and respected, and feel confident, and know who to approach if they are in difficulties, believing they will be effectively listened to.
- Raise the awareness of the need to safeguard pupils in their placement school, other trainees and staff and the responsibilities in identifying and reporting causes for concerns, such as possible cases of abuse (see Appendix 1).
- Provide a systematic means of monitoring trainees known or thought to be at risk of physical and mental harm and ensure that KCSCITT contributes to any support needed.
- Emphasise the need for good levels of communication.
- Develop and promote effective working relationships with other stakeholders.
- Ensure that all staff working within KCSCITT who have substantial access to our trainees have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check. A single central record is kept for audit.

Legislation and Statutory Guidance

- This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education 2022](#).
- KCSIE 2022 now incorporates the Sexual Violence and Sexual Harassment (SVSH) between children in schools and colleges.
- The KCSCITT complies with this guidance and the procedures set out by Kirklees Safeguarding Children Partnership (KSCP)
- The policy conforms to locally agreed inter-agency procedures and has been adapted from the 'Model Safeguarding and Child Protection Policy for Schools and Colleges 2022/23' developed by Kirklees Education Safeguarding Service and Kirklees Safeguarding Children's Partners. It is available to all interested parties on our website and by request from the KCSCITT office. It should be read alongside:
 - statutory guidance [Working Together to Safeguard Children](#),
 - departmental advice [What to do if you are worried a Child is Being Abused – Advice for Practitioners](#)

- other relevant KCSCITT policies and procedures

This policy is also based on the following legislation:

Section 175 of the [Education Act 2002](#), places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

[The School Staffing \(England\) Regulations 2009](#), sets out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques.

[The Children Act 1989](#) (and [2004 amendment](#)), provides a framework for the care and protection of children.

[General Data Protection Act \(2019\)](#)

Data Protection Act Section 5B(11) of the [Female Genital Mutilation Act 2003](#), as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

[Statutory guidance on FGM](#) sets out responsibilities for safeguarding and supporting girls affected by FGM.

[The Rehabilitation of Offenders Act 1974](#), outlines when people with criminal convictions can work with children.

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), defines what 'regulated activity' is about children.

Statutory [Guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 for protecting people from the risk of radicalisation and extremism.

Children and Social Work Act 2017

<https://www.legislation.gov.uk/ukpga/2017/16/contents/enacted>

Guidance for safer working practices for those working with children and young people in education settings <https://www.saferrecruitmentconsortium.org/>.

Kirklees Safeguarding Children Partnership Procedures

<https://www.kirkleessafeguardingchildren.co.uk/procedures-local-protocols-and-guidance/>.

Children Missing Education – Statutory guidance for local authorities (DfE September 2016)

<https://www.gov.uk/government/publications/children-missing-education>

The [Childcare \(Disqualification\) Regulations 2018](#) and [Childcare Act 2006](#), set out who is disqualified from working with children.

Definitions

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes
- Child protection is part of this definition and refers to activities undertaken to prevent children from suffering or being likely to suffer, significant harm.
- Children includes everyone under the age of 18. College students over the age of 18 are supported by adult services when reporting any Safeguarding concerns. Adult services can be contacted via the link below,
<https://www.kirklees.gov.uk/beta/social-care/contact-adult-social-care-services.aspx>

Equality Statement

Some pupils and adults have an increased risk of abuse, and additional barriers can exist for some pupils and adults for recognising or disclosing it. We are committed to anti-discriminatory practice and recognise pupils' and adults' diverse circumstances. We ensure that all pupils have the same protection, regardless of any barriers they may face.

We give special consideration to pupils who:

- Have special educational needs or disabilities.
- Are young carers.
- Have a mental health need.
- Are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are persistently absent from education and/or frequently missing from care or from home
- May experience discrimination due to their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).
- Have English as an additional language (EAL).
- Is a privately fostered child.
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are misusing alcohol and other drugs themselves.
- Are at risk of Female Genital Mutilation (FGM), sexual exploitation, criminal exploitation, forced marriage, or radicalisation.
- Have a family member in prison, or is affected by a parental offending
- Are asylum seekers, refugees or migrants.

Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all trainees, KCSCITT staff (including those not directly employed by the SCITT), and governors. Trainees are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

All staff

- All staff have responsibility to provide a safe environment in which children can learn.
- All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years
- The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- All staff will read and understand Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education 2022](#)

All members of the SCITT understand and fulfil their responsibilities to ensure that:

- All trainees have read the Part 1 and Annex B of KCSIE as well as the Child Protection, Prevent, Health and Safety, Equality and Diversity policies along with the Staff behaviour / Code of Conduct when commencing training in a new school.
- Safer recruitment procedures are in place – refer to the Safer Recruitment Policy
- Procedures are in place for dealing with allegations of abuse against staff, other trainees and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned
- A senior leader is the named Designated Safeguarding Lead
- Enhanced DBS checks are in place for all trainees, KCSCITT staff (including visiting tutors) and governors

Additionally, the SCITT ensures that **all** members of staff and its trainees:

- Will be aware of the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), female genital mutilation (FGM) and radicalisation.
- Receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

- Know who the Designated Safeguarding Lead (DSL) in their host school is and how to report concerns
 - Know what to do if a child, trainee, or colleague tells them they are being abused, exploited, or neglected. Staff and trainees should know how to manage the requirement to maintain an appropriate level of confidentiality. Staff and trainees should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
 - Should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.
 - Follow the correct procedures for recording any cause for concerns and passing information on to the DSL following the school's or KCSCITT's recording systems.
- Appendix 1 Definition and indicators of abuse.
 - Appendix 2 Dealing with a disclosure of abuse

Designated Safeguarding Lead (DSL)

Kirklees and Calderdale SCITT has two Designated Safeguarding Leads (DSL)

- Claire Minogue (Primary Trainees) claire.minogue@kirklees.gov.uk
- Claire Geisler (Secondary Trainees) claire.geisler@kirklees.gov.uk

During term time, the DSL will be available, in person during school hours, for trainees and staff to discuss any safeguarding concerns.

Out of school hours the DSL can be contacted using the above email addresses.

When the DSL is absent, the DDSL will act as cover.

If in exceptional circumstances, either of the DSLs is not available, this should not delay appropriate action being taken. Trainees or staff should consider speaking to Elaine Watson (Nominated Governor) and/or take advice from local authority children's social care. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible.

DSL Responsibilities

The full responsibilities of the DSL are set out in Annex C of Keeping Children Safe in Education (KCSIE) – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

The Designated Safeguarding Lead (DSL) is responsible for:

- Providing support, advice and expertise for all staff and trainees on child welfare, safeguarding and child protection matters.
- Referring suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, adult social care team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where Female Genital Mutilation has been identified.

- Keeping written records of concerns about a trainee up to date.
- Ensuring that all such records are kept confidentially and stored securely and that such records are kept separate from the standard trainee and staff records.
- Ensuring that any records include a clear and comprehensive summary of concern, details of how the concern was followed up and resolved and a note of any action taken, decisions reached and the outcome
- Liaising with other agencies and professionals as necessary

Supporting Trainees and Staff

We recognise that a trainee or member of staff who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We accept that research shows that people's behaviour in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

The SCITT supports all trainees and staff by:

- encouraging self-esteem and self-assertiveness, in our professional relationships, whilst not condoning aggression or bullying.
- liaising and working together with all other support services.
- notifying authorities as soon as there is a significant concern.

The Executive Board

The full responsibilities of the governing body are set out in Part Two of KCSIE – The management of safeguarding. All governing bodies should read Part Two of KCSIE to ensure that the SCITT is fully compliant with its statutory safeguarding responsibilities.

- The Executive Board will complete appropriate safeguarding and child protection (including online) training at induction.
- The Executive Board will approve this policy at each review and hold the SCITT Director to account for its implementation.
- The Executive Board will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the Executive Board. The DSL cannot also be the lead governor with responsibility for child protection.
- If an allegation of abuse is made against the SCITT Director, the chair of the Executive Board will act as the 'case manager'.

The SCITT Director

The SCITT Director is responsible for the implementation of this policy, including:

- Ensuring that trainees and staff (including temporary staff) are informed of this policy as part of their induction.
- Ensuring that the designated safeguarding lead has appropriate time, training, and resources and that there is always adequate cover if the DSL is absent.

- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or trainee, where appropriate.

Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children and adults, particularly in the context of safeguarding.

The KCSCITT recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff, trainees, and visitors to the school should never promise a child that they will not tell anyone about an allegation or disclosure and must pass any cause for concern immediately to a designated safeguarding lead.

All staff and trainees should know what to do if a child tells them they are being abused, exploited, or neglected. Staff and trainees should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority children’s social care. Staff and trainees should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff and trainees should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff and trainees from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff and trainees determine how best to build trusted relationships with children and young people which facilitate communication.

Record Keeping, Information sharing and GDPR

Where there are concerns about the safety of a trainee or member of staff, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 and UK General Data Protection Regulation (UKGDPR) places duties on organisations and individuals to process personal information fairly and lawfully, and to keep the information they hold safe and secure, it is not a barrier to **sharing information for the purposes of keeping children safe. Fears about information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.**

The KCSCITT will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)

[\(DfE 2018\)](#). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

All concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing. Information will be kept confidential and stored securely. Any concerns or referrals will be stored in a separate Trainee Protection File for each trainee.

Records will include;

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.

Trainee Protection Records

Trainee protection and safeguarding records will be held securely, with access being restricted to the DSLs, the DDSLs and the KCSCITT Director.

The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology (summary of significant events and the actions and involvement of the school/college/KCSCITT)
- All completed cause for concern records
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters and emails sent and received relating to trainee protection matters
- Referral forms sent to Duty and Advice, other external agencies or education-based services
- Minutes or notes of meetings
- A copy of any support plan for the trainee concerned

When a DSL resigns their post or no longer has trainee protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.

Archiving

The KCSCITT is responsible for retaining any trainee protection records they may hold. Trainee protection files will be retained for 7 years, after which point the file will be deleted from our electronic system. Due to the sensitivity of the information, the records should continue to be held in a secure area with limited access e.g., DSL or KCSCITT Director. The DSL is responsible for ensuring that all trainee protection files are archived in accordance with the timescales referenced above. The DSL is responsible for ensuring that the appropriate timeframes for archiving and destroying trainee protection records referenced above are set on electronic systems accordingly for each trainee.

Access to trainee files

Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a trainee has several legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore, it is important to remember that all information should be accurately recorded, objective in nature and expressed professionally (<https://www.gov.uk/data-protection>)

Safe destruction of the trainee record

Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records that have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation, or they will contain information that is confidential to the KCSCITT or the Local Authority. Information should be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes, the KCSCITT should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

Our role in the prevention of abuse

The KCSCITT has a role to play in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment, discrimination and prejudice linked to fundamental values.

The ITE Curriculum

Throughout the teacher training year, trainees will receive the following training linked to delivering an effective safeguarding curriculum in school,

- Basic Awareness Safeguarding in Schools Training delivered by Kirklees School Safeguarding Officer
- Workshop to Raise Awareness of Prevent (WRAP) training delivered by staff from the Kirklees Prevent Hub
- Managing behaviour
- Antbullying
- Child Exploitation and Online Protection
- Personal, Social, Health and Economic (PSHE) including Child Sexual Exploitation (CSE)
- Relationships and sex education (RSE) and health education
- The role of the Designated Safeguarding Lead (DSL) and The role of the Special Educational Needs and Disabilities Coordinator (SENDCo)
- English as an Additional Language (EAL) including asylum seekers and refugees
- High Quality First Teaching
- Child and Adolescent Development

- Children In Care delivered by Kirklees Virtual School
- Spiritual, moral, social and cultural (SMSC) development
- British Values
- KCSIE Quizzes
- UKCIS Online Safety Audit Tool for Trainee Teachers

The ITE safeguarding curriculum is designed to develop trainees' knowledge and understanding of an effective safeguarding culture in schools and enable them to confidently teach the relevant issues that will be addressed through Relationships Education (for all primary schools) and Relationships and Sex Education for all secondary pupils and health education (for all pupils in state-funded schools). All children should be safeguarded from potentially harmful and inappropriate online material (online bullying, sexting, child sexual exploitation (CSE), child criminal exploitation (CCE), gangs, youth-generated images, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse and anti-bullying.

Online safety

The KCSCITT is committed to meeting the requirement to keep trainees and staff safe when using technology. An effective approach to online safety empowers the SCITT to protect and educate trainees and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The SCITTs' expectations for responsible and appropriate conduct are set out in the Online safety and acceptable use policy (AUP) which we expect all trainees and staff to follow.

Our role in supporting children

Child-on-child abuse: Sexual violence and sexual harassment between children in schools and colleges

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their DSL or DDSL.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator

and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

Female Genital Mutilation (FGM)

Whilst all staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a **specific legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Honour-based abuse (including forced marriage)

The KCSCITT recognise that Honour-based abuse (HBA) encompasses incidents that have been committed to protect or defend the honour of the family and/or the community. Abuse committed in this context often involves a wider network of family or community pressure and can involve multiple perpetrators. If staff in the KCSCITT have a concern regarding a pupil that might be at risk of HBA or who has suffered from HBA they will immediately speak to the DSL who will follow the KCSCITT safeguarding procedures. For every crime committed there are also numerous incidents of bullying, emotional and psychological abuse. Some victims have very restricted movements and are under constant supervision having little contact with the outside world.

Crimes committed may include:

- false imprisonment or kidnap
- Domestic Servitude
- ABH or GBH
- threats to kill
- harassment and stalking
- sexual assault
- rape
- female genital mutilation
- forced to commit suicide
- Forced Marriage
- Murder

Further information and resources can be found via the links below:

[Honour Based Violence - KSCP \(kirkleessafeguardingchildren.co.uk\)](http://kirkleessafeguardingchildren.co.uk)

Our role in supporting trainees and staff

We recognise that staff working at the KCSCITT or in the school who have become involved with a trainee or member of staff who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting. Therefore, we will support such trainee or staff member by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

KCSCITT trainees and staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, cultural expectations and/or sexual orientation or language barriers. This will not prevent trainees and staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

Trainees potentially at greater risk of harm

Preventing Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, then participate in terrorist groups. For further information on this subject please refer to page 148 of Keeping Children Safe in Education (2022).

Responding to concerns about radicalisation

If staff or trainees are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they will seek advice appropriately with the designated safeguarding lead who will contact The Prevent Hub—01924 483747 for further advice (Appendix 3).

We will assess the risk of individuals being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting individuals in the area and a specific understanding of how to identify individuals who may be at risk of radicalisation and what to do to support them. The Prevent hub will advise us and identify local referral pathways.

Effective early support relies on all our staff to be vigilant and aware of the nature of the risk for trainees and what support may be available. The SCITT will ensure that all staff and trainees will undertake Prevent awareness training (e.g., Workshop to Raise Awareness of Prevent [WRAP]).

For more information about Prevent in Kirklees, including referral forms and project examples please visit the Kirklees Prevent website www.kirklees.gov.uk/prevent or contact the hub via 01924 483747 Anycomms “Prevent Referral”.

Mental Health

KCSCITT has an important role to play in supporting the mental health and wellbeing of their trainees and staff. Mental health problems can, in some cases, be an indicator that an individual has suffered or is at risk of suffering abuse, neglect or exploitation.

The SCITT will ensure that it has clear systems and processes in place for identifying individuals in need of extra mental health support, this will include working with external agencies. All trainees and staff should be aware that mental health problems can in some cases be an indicator that an individual has suffered or is at risk of suffering abuse, neglect, or exploitation. Where individuals have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence, and adulthood. The SCITT is aware of how these individual’s experiences, can impact their mental health, behaviour, and education.

Further support, advice and guidance can be found in the SCITT’s Mental Health and Wellbeing document.

Responding to Domestic Abuse

The KCSCITT understands that the cross-government definition of domestic abuse and abuse is:

- Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.
- The abuse can encompass but is not limited to psychological, physical, sexual, financial, or emotional harm.
- Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance, and escape, and regulating their everyday behaviour.
- Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation, intimidation, or other abuse that is used to harm, punish, or frighten their victim if the SCITT does identify trainees for whom domestic abuse may be a concern, they will apply the usual referral process and adult protection procedures and pass this information to the designated safeguarding lead (DSL). The DSL can then refer cases relevant to Kirklees duty and advice team (DAAT).

A Safeguarding Culture

The Executive Board have agreed and ratified the following policies which must be read in conjunction with this policy and be provided to all staff as part of their induction procedures:

- Whistle Blowing Policy (guidance to trainees and staff on how they can raise concerns and receive appropriate feedback on action taken when trainees or staff have concerns about any adult's behaviour).
- Safeguarding and child protection policy (including online safety).
- Trainee Code of Conduct
- Equality and Diversity Policy
- Safer Recruitment Policy
- Health and Well-being Policy

This Safeguarding Policy will be reviewed annually.

Policy review date: Summer Term 2023

The KCSCITT will comply with the [Guidance for safer working practices for those working with children and young people in educational settings](#), February 2022.

Safe working practice ensures that pupils are safe and that all trainees and staff:

- Are responsible for their actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open and transparent way.
- Work with other colleagues where possible in situations open to question.

- Discuss and/or take advice from school management over any incident which may give rise to concern.
- Record any incidents or decisions made.
- Apply the same professional standards regardless of gender, sexuality, or disability.
- Comply and are aware of the confidentiality policy.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the KCSCITT's work, (such as premises and equipment and on-site activities). Risk assessments are also used as part of Safer Recruitment process.

Training, knowledge and skills

All trainees and staff members will be aware of systems within their school placements and at the KCSCIT that support safeguarding, and these will be explained to them as part of our trainee induction. This includes: the school's/SCITT's safeguarding child protection policy; the school's safer working practice document and the school's/SCITT's whistleblowing procedures.

DSLs will have a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children and trainees as well as specific harms that can put children and trainees at risk, and the processes, procedures and responsibilities of other agencies, particularly children and adult social care.

The KCSCITT DSLs will attend:

- Roles & Responsibilities of the designated safeguarding lead (DSL)
- Multi-agency Working Together to Safeguard Children and Young People
- A Positive contribution to case conferences and core groups

They will attend DSL refresher training every two years. The DSLs will undertake Prevent Awareness Training (e.g. Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to trainees and other members of staff on protecting pupils from the risk of radicalisation.

The KCSCITT will ensure all trainees and staff receive induction and training appropriate to their roles and responsibilities. All KCSCITT staff will complete basic awareness refresher training at least every three years and regular safeguarding and child protection updates via email, e-bulletins, and staff meetings as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively. All trainees will complete Basic Awareness Safeguarding training during the first half term of the course. Access to training can be via the Education Safeguarding Service and the Kirklees Safeguarding Children Partnership.

Safer Recruitment

KCSCITT are committed to safeguarding and promoting the welfare of children and young people and expect all staff and trainee teachers to share and demonstrate this commitment in every aspect of their work.

Safer Recruitment is a vital factor in keeping children safe within the education environment. KCSCITT must ensure that, before anyone is admitted to an Initial Teacher Training (ITT) programme, they have been deemed suitable to train to teach. KCSCITT have adopted recruitment procedures that help deter, reject, or identify people who might abuse children or are otherwise unsuited to working with them.

Please read the KCSCITT Safer Recruitment Policy.

Managing Allegations

Local Authority Designated Officer (LADO)

The LADO will be informed within 1 working day (or the next working day) when an allegation has been made prior to any further investigation taking place. Improved outcomes for children are aided by close collaboration between single and multi-agency partners, through timely quality conversations.

The KCSCITT follows the guidance on managing allegations and low-level concerns provided in the link below:

It is alleged that a person who works with children (paid or unpaid capacity) has:

- Behaved in a way that has or may have harmed a child.
- Possibly committed a criminal offence against/related to a child.
- Behaved toward a child in a way that indicates he or she would pose a risk of harm.
- An allegation has been made against a person in relation to their work with adult service users, which causes concern about the welfare of an adult service user's children or the person also has another role working with children.

All allegations relating to the harm of a child or young person by those who work with them will be taken seriously by the KCSCITT.

Reasons for an allegation

An allegation is made against a person in relation to a matter that may indicate that the person may not be suitable to work with children. This can be connected with their employment or voluntary activity, or in relation to a person's private life where;

- Concerns arise about a person's behaviour about their own children.
- Concerns arise about the behaviour of a partner, member of the family or other household member.
- Where other information suggests they may pose a risk to any person that may demonstrate a transferable risk within their role with children.

The LADO will ensure that all allegations and enquires are managed proportionately and appropriately; sharing information to ensure that children are safeguarded within multi agency settings.

Allegations against KCSCITT staff

All SCITT staff should take care not to place themselves in a vulnerable position with a trainee. It is always advisable for interviews to be conducted in view of other adults. We understand that a trainee may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with trainees, the member of staff receiving the allegation or aware of the information, will immediately inform the SCITT Director, Claire Geisler (claire.geisler@kirklees.gov.uk)

If the allegation made to a member of staff concerns the SCITT Director, the person receiving the allegation will immediately inform the KCSCITT Chair of the Executive Board, Elaine Watson (ceo@learningaccord.org)

Whistleblowing

We recognise that trainees cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns with the SCITT Director, Claire Geisler (claire.geisler@kirklees.gov.uk) where they exist, which may include the attitude or actions of colleagues. Whistleblowing re the Director should be made to the KCSCITT Chair of the Executive Board, Elaine Watson (ceo@learningaccord.org)

Physical Intervention

We acknowledge that staff must only ever use physical intervention or restraint as a last resort, when a trainee is endangering him/herself or others, and that always it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness.

Anti-Bullying

We acknowledge that to allow or condone bullying may lead to consideration safeguarding issues. This includes all forms eg cyber, racist, homophobic and gender related bullying. We do not tolerate any harmful behaviour and will take swift action to intervene where this occurs.

Appendix 1

Definitions and indicators of abuse

Reference: [Working Together to Safeguard Children](#) (DfE 2018). See also [Keeping Children Safe in Education Part one and Annex B](#)

All staff should be aware that safeguarding incidents and / or behaviours can be associated with factors outside the school / work. All staff should consider whether trainees are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and trainees can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious violence including domestic violence.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill-treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Kirklees safeguarding children's partnership (KSCP) has developed in collaboration with a wide range of partners a toolkit to support anyone working with children, young people, parents and families to identify, assess and reduce child neglect [Neglect - KSCP \(kirkleessafeguardingchildren.co.uk\)](#)

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect (not designed to be used as a checklist)

- Hunger.
- Tiredness or listlessness.
- Child dirty or unkempt.
- Poorly or inappropriately clad for the weather.
- Poor school attendance or often late for school.
- Poor concentration.

- Affection or attention-seeking behaviour.
- Untreated illnesses/injuries.
- Pallid complexion.
- Stealing or scavenging compulsively.
- Failure to achieve developmental milestones, for example, growth, and weight.
- Failure to develop intellectually or socially.
- Neurotic behaviour.

Physical abuse: Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces, illness in a child.

Examples which may indicate physical abuse (not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred.
- Finger, hand, or nail marks, black eyes.
- Bite marks.
- Round burn marks, burns, and scalds.
- Lacerations.
- Fractures.
- Bald patches.
- Symptoms of drug or alcohol intoxication or poisoning.
- Unaccountable covering of limbs, even in hot weather.
- Fear of going home or parents being contacted.
- Fear of medical help.
- Fear of changing for sports activities.
- Inexplicable fear of adults or over-compliance.
- Violence or aggression towards others including bullying.
- Isolation from peers.

Sexual abuse: Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Examples which may indicate sexual abuse (not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge.
- Anal or vaginal discharge, soreness or scratching.

- Reluctance to go home.
- Inability to concentrate, tiredness.
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains.
- Eating disorders, for example, Anorexia Nervosa and Bulimia.
- Attention-seeking behaviour, self-mutilation, substance abuse.
- Aggressive behaviour includes sexual harassment or molestation.
- Unusually compliant.
- Regressive behaviour, enuresis, soiling.
- Frequent or open masturbation, touching others inappropriately.
- Depression, withdrawal, isolation from peer group.
- Reluctance to undress for sports activities or swimming.
- Bruises and scratches in the genital area.

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as causing severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

Examples which may indicate emotional abuse (not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation.
- Delayed physical, mental, and emotional development.
- Sudden speech or sensory disorders.
- Inappropriate emotional responses, fantasies.
- Neurotic behaviour: rocking, banging head, regression, tics and twitches.
- Self-harming, drug or solvent abuse.
- Fear of parents being contacted.
- Running away / going missing.
- Compulsive stealing.
- Masturbation, appetite disorders - anorexia nervosa, bulimia.
- Soiling, smearing faeces, enuresis.

N.B: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

Research and experience indicate that the following responses from parents may suggest a cause for concern:

- An unexpected delay in seeking treatment is needed.
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb).
- Incompatible explanations are offered, and several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development.
- Reluctance to give information or failure to mention other known relevant injuries.
- Frequent presentation of minor injuries.
- Unrealistic expectations or constant complaints about the child.
- Alcohol misuse or other drug/substance misuse.
- Parents request the removal of the child from home.
- Violence between adults in the household.

Children with Special Educational Needs and Disabilities

When working with children with disabilities school staff will be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern to an ambulant child such as the shin, might be of concern to a non-mobile child.
- Not getting enough help with feeding leading to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified and/or excessive use of restraint.
- Rough handling, extreme behaviour modification e.g., deprivation of liquid medication, food or clothing, disabling wheelchair batteries.
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment e.g., callipers, sleep boards, inappropriate splinting.
- Misappropriation of a child's finances.
- Invasive procedures.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Reluctance to give information or mention previous injuries

Bruising

Everyone can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used eg belt marks, handprints, or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by another adult.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious eg:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

There are grounds for concern if:

- The history provided is vague, non-existent, or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Aggressive behaviour towards others
- Scape-goated within the family
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others

Witnessing and /or suffering Domestic Abuse (DA) in an intimate personal relationship is regarded as emotional abuse.

Recognising Signs of Sexual Abuse

Recognition can be difficult unless the person discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour or conversation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes eg for sports events (but this may be related to cultural norms or physical difficulties)

'Sexting' and the use of Mobile Technology

The circulation of pornographic images by mobile technology or the internet can in many situations constitute a criminal offence. It is an offence to send by means of a public electronic communications network, a message or other matter that is grossly offensive, indecent, obscene, or menacing. By having

in their possession, or distributing, indecent images of a person under 18 on to someone else - young people may not aware that they could be breaking the law as these offences under the *Sexual Offences Act 2003*.

The making and distribution by mobile technology of images of a person in a state of undress is referred to as 'sexting'. These can easily be distributed amongst large groups of other people.

Assessment

To more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive, and emotional development, power and control and authority, passive, and assertive tendencies
- Consent – agreement including all the following:
 - Understanding what is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- Coercion – the perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality, or the threat of these regardless of victim resistance.

The above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- becoming quiet and withdrawn
- being aggressive or angry for no obvious reason
- looking unkempt, dirty or thinner than usual
- sudden changes in their character, such as appearing helpless, depressed, or tearful
- physical signs – such as bruises, wounds, fractures, or other untreated injuries
- the same injuries happening more than once
- not wanting to be left by themselves, or alone with particular people
- being unusually light-hearted and insisting there is nothing wrong

Adult Sexual Exploitation (ASE)

Adult Sexual Exploitation (ASE) is a form of sexual abuse that involves someone taking advantage of an adult, sexually, for their own benefit through threats, bribes, and violence.

Perpetrators usually hold power over their victims, due to age, gender, sexual identity, physical strength or status.

Adults can be sexually exploited in many ways. Examples include:

- rape
- sexual assault
- being tricked or manipulated into having sex or performing a sexual act
- being trafficked into, out of, or around the UK for the purpose of sexual exploitation (ie prostitution)
- being forced to take part in or watch pornography
- being victim to revenge porn (when a previously taken video or photograph, which was taken with or without consent, is shared online)

Anybody can be a victim of sexual exploitation. While it mainly affects women, men can also be victims.

At one end of the scale adult sexual exploitation can describe a one-off situation between two adults, while at the other end it may include instances of organised crimes where a number of adults are trafficked and sexually exploited.

Common signs that someone is being sexually exploited include those listed below. Please note that this is not an exhaustive list and that warning signs will show themselves differently in each person. It is important to explore all concerns over someone's behaviour and personal circumstances and to consider whether these could be signs of exploitation.

- evidence or suspicions of sexual assault
- self-harm or significant changes in emotional wellbeing
- developing inappropriate or unusual relationships or associations, including relationships with controlling or significantly older people
- displaying inappropriate sexualised behaviour, language or dress
- being isolated from peers and social networks
- unexplained absences, including persistently being late or going missing
- unexplained acquisition of money, clothes, and mobile phones.
- using more than one phone, especially if both are used to communicate with different people (for example, if one phone is used exclusively to communicate with a specific group of 'friends')
- receiving an excessive amount of texts or phone calls – these may be from multiple callers, some of whom may be unknown

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a trainee or member of staff has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood. If staff have a mental health concern that is also a safeguarding concern, IMMEDIATE action should be taken, and the usual procedures followed.

Appendix 2

Dealing with a disclosure of abuse

When a child tells me about abuse, they have suffered, what must I remember?

- Stay calm.
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never enter a pact of secrecy with the child. Assure them that you will try to help but let the child know that you will have to tell other people to do this state who this will be and why.
- Tell them that you believe them. Children very rarely lie about abuse, but they may have tried to tell others and not been heard or believed.
- Tell the child that it is not their fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- Do not tell the child that what they experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's language. Include any questions you may have asked. Do not add any opinions or interpretations.

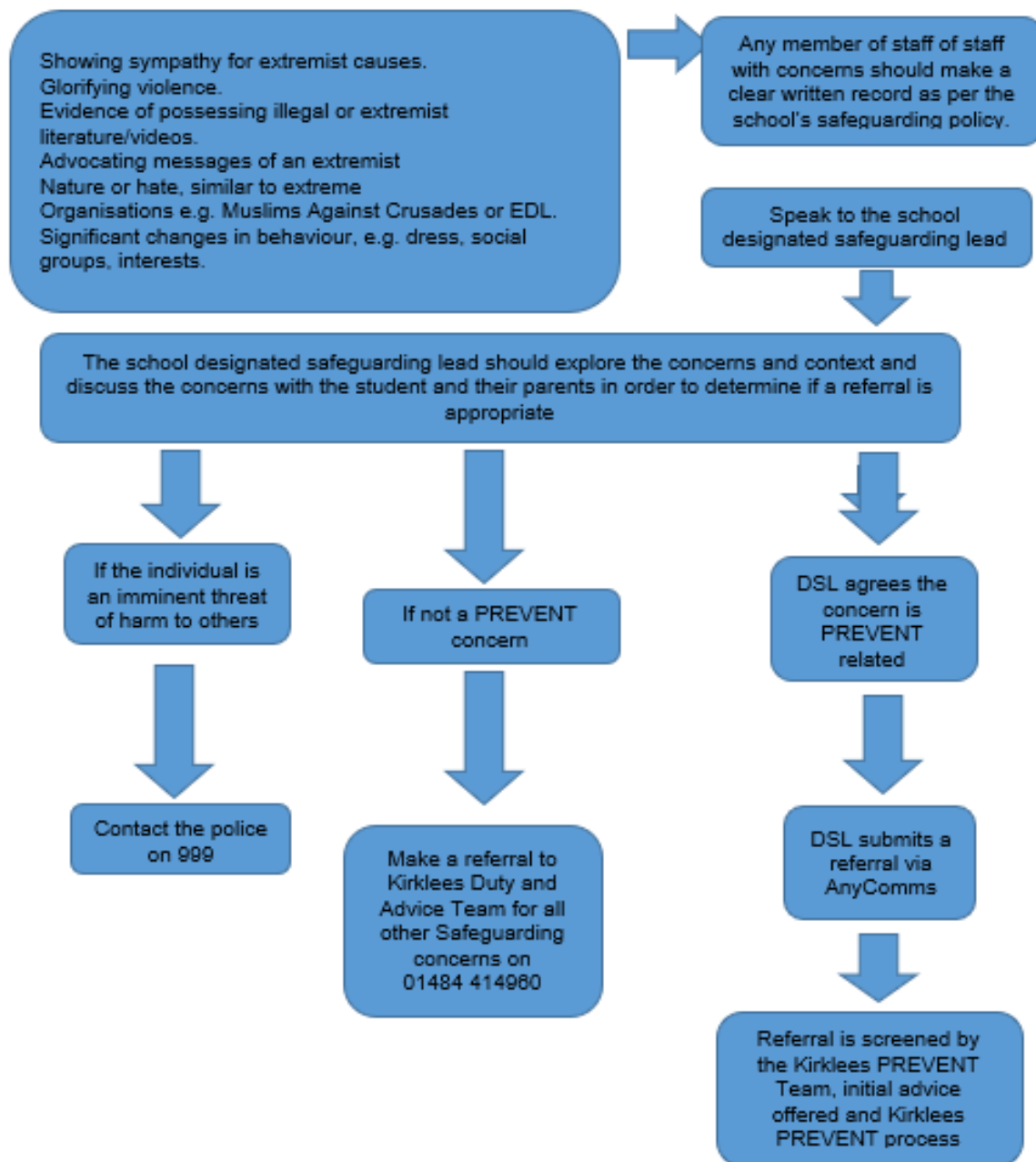
NB, It is not the school staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Appendix 3

Radicalisation Response Checklist

Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff.

Further information and relevant guidance documents referred to, are available electronically from For more information about Prevent in Kirklees, including referral forms and project examples please visit the Kirklees Prevent <https://www.kirklees.gov.uk/beta/community-safety-partners/prevent.aspx> or contact the hub via 01924 483747 Anycomms "Prevent Referral".



Appendix 4 Log of Concern Form

Log of Concern	
Who is the log of concern about? (First name and surname)	
Gender of person of concern	
Today's date: dd/mm/yy	Time:
Name and role of person completing the log:	
Date and time of the incident / concern:	
Description of the incident / concern:	
Signature of person completing log:	
Body map completed? YES / NO (If YES, please attach securely)	
Please pass this form immediately to the Designated Safeguarding Lead who should complete the section overleaf.	

